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AUTHOR	Darling, Ann L.; Wulff, Donald H.
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ABSTRACT

This Proceedings from the NCA 2001 Summer Conference deals with the conference's Scholarship of Teaching and Learning Strand. According to the Proceedings, a scholarship of teaching is described as having four central themes: being public; open to critique and evaluation; in a form that others can build upon; and that involves question-asking, inquiry and investigation, particularly around issues of student learning. The Proceedings states that a scholarship of teaching is not synonymous with excellent teaching. It further states that it requires faculty to frame and systematically investigate questions related to student learning, the conditions under which it occurs, what it looks like, how to deepen it and so forth--and to do so with an eye not only to improving their own classroom but to advancing practice beyond it. The Proceedings first conveys information about teaching from several professional organizations, discussing the higher education component and the K-12 component. The Proceedings is divided into these parts: I. Sharing Best Practices; II. FAQs and Developing Guiding Principles; and III. Refining Guiding Principles and Recommending Action. The FAQs section collects 26 questions generated by strand participants and provides answers for many of them. Attached to the Proceedings are these articles: "2001-2002 Pew Carnegie Scholars in Communication: Project Descriptions" (Barbara Gayle); and "Scholarship of Teaching and Learning: Examples from Other Disciplines" (Randy Bass; Dan Bernstein; William Cutler; T. Mills Kelly; Kathleen Perkins; Margaret A. Syverson). (Contains 14 references.) (NKA)

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NCA 2001 Summer Conference

"Engaging 21st Century Communication Students"

Proceedings From The Scholarship of Teaching and Learning Strand

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E-mail

Ann L. Darling
University of Utah
ann.darling@m.cc.utah.edu

Donald H. Wulff
University of Washington
wulff@cidr.washington.edu

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Essential Facts

Faculty have obligation to:

- teach well,
- engage students,
- foster important forms of student learning.

Such teaching is a good fully sufficient unto itself. BUT, when such teaching also:

- entails certain practices of classroom assessment and evidence gathering;
- is informed not only by the latest ideas in the field but by current ideas about teaching in the field; and
- invites peer collaboration and review, then that teaching might rightly be called scholarly, or reflective, or informed.

A scholarship of teaching is described as having four central features:

- being public ("community property"),
- open to critique and evaluation,
- in a form that others can build upon, and that
- involves question-asking, inquiry and investigation, particularly around issues of student learning.

A scholarship of teaching is not synonymous with excellent teaching. Fully done, it requires faculty to frame and systematically investigate questions related to student learning, the conditions under which it occurs, what it looks like, how to deepen it and so forth—and to do so with an eye not only to improving their own classroom but to advancing practice beyond it.

* "The scholarship of teaching…is the mechanism through which the profession of teaching itself advances, through which teaching can be something other than a seat-of-the-pants operation, with each of us out there making it up as we go. As such, the scholarship of teaching has the potential to serve *all* teachers—and students." (Hutchings and Shulman, 1999, p. 14)

** "The scholarship of teaching is problem posing about an issue of teaching or learning, study of the problem through methods appropriate to disciplinary epistemologies, application of results to practice, communication of results, self-reflection, and peer review." (Cambridge, 1998, p.7)

† Scholarship of Teaching [is]: "Teaching that involves classroom assessment and evidence gathering; teaching that is informed not only by the latest ideas in the field, but also by current ideas about teaching in general and within one's discipline; and teaching that invites peer collaboration and review." (Rodrigues, based on Lee Shulman)

Adapted from the following sources:

* The inside cover of The Carnegie Academy for the Scholarship of Teaching and Learning Information and Applications booklet, which was adapted from: Hutchings, P., & Shulman, L. S. (1999, Sept./Oct.). The scholarship of teaching: New elaborations, new developments. *Change, 31(5).*

** Quotation by Barbara Cambridge in: Carnegie Foundation for the Advancement of Teaching. (1998). *The Carnegie Teaching Academy Campus Program* (p. 7). Menlo Park, CA: Author.

† Rodrigues, R. (2000, May 10). *The Scholarship of Teaching and Learning*. 5/10/2000, (Slide #10). [Online]. Available: http://ntmain.utb.edu/rrodrigues/scholarship.htm [2001, June 1].

The Carnegie Foundation for the Advancement of Teaching is a national and international center for research and policy studies about teaching. With a focus on the scholarship of teaching, the Foundation seeks to generate discussion and promulgate

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sustainable, long-term changes in educational research, policy and practice. Foundation programs are designed to foster deep, significant, lasting learning for all students and to improve the ability of education to develop students' understanding, skills and integrity. Information on all of the Carnegie programs can be found at: http://www.carnegiefoundation.org:

The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL)

Among the Carnegie Academy for the Advancement of Teaching's Programs, CASTL, launched in 1998, builds on a conception of teaching as scholarly work proposed by Ernest Boyer in 1990 (*Scholarship Reconsidered: Priorities of the Professoriate*, Jossey-Bass) and by Glassick, Huber, and Maeroff in the 1997 follow-up publication, *Scholarship Assessed*. It seeks to support the development of a scholarship of teaching and learning that is public, that others in both the scholarly and general community can use and build upon, and that is subject to critical evaluation.

This entails work on several fronts. CASTL activities support the development of new models of teaching that foster deep and lasting understanding by students, while underlining the character of teaching itself as a scholarly endeavor worthy of support and reward. CASTL has both a Higher Education and a K-12 Program; and also offers printed and on-line resources, including an on-line annotated bibliography on the scholarship of teaching and learning.

Higher Education Component:

The Pew National Fellowship Program for Carnegie Scholars brings together outstanding faculty from a variety of academic fields to design and undertake investigations of issues in teaching and learning in their fields that will contribute to thought and practice. Descriptions of the projects of a number of the scholars are available at: <http://www.carnegiefoundation.org/CASTL/highered/scholarlist.htm>.

The Teaching Academy Campus Program, coordinated for Carnegie by the American Association for Higher Education (AAHE), is designed for institutions in all sectors of higher education that are prepared to make a public commitment to the scholarship of teaching and learning. The AAHE CASTL Campus Program WebCenter, <http://aahe.ital.utexas.edu/>, offers connections to other people doing the scholarship of teaching and learning and to helpful resources for an instructor's own work. With faculty members at over 190 colleges and universities, a network of colleagues can grow quickly as instructors use and contribute to the resources on the WebCenter. Instructors can come to the site often to learn from others and to share their emerging knowledge.

Work with Scholarly and Professional Societies: CASTL is working with scholarly and professional societies that are committed to advancing and supporting the scholarship of teaching and learning. It helps support the development of new language, standards, vehicles, and occasions for conducting **and exchanging** the scholarship of teaching and learning in two ways: 1) by providing networking opportunities (occasional convenings

and the sharing of information through mailings and on-line exchange) to foster cooperation and mutual support among the scholarly and professional groups seeking to support teaching and learning; and (2) through an invitational, small-grants program that helps support a number of ventures. For reports from the participating scholarly and professional societies, including NCA, see <http://www.carnegiefoundation.org/CASTL/highered/reports.htm>. From the opening of the NCA Report:

Scholarship of Teaching and Learning in Communication Grant Project: The communication discipline was one of the first academic fields to receive a grant from the Carnegie Foundation to promote the scholarly research of teaching practices and student learning. On behalf of the communication discipline, NCA formed a leadership team drawing on the expertise of those who had developed the successful grant proposal. NCA's scholarship of teaching and learning (STL) leadership team has made significant progress toward accomplishing the five goals of the grant project. See the full report on the above web site.

K-12 Component: The centerpiece of CASTL's K-12 program is a national fellowship project that brings together outstanding K-12 teachers ("Carnegie Scholars") who are committed to documenting their teaching and sharing their work with others. Information on the program is available at: <http://www.carnegiefoundation.org/CASTL/k-12/index.htm>.

This strand will introduce the idea of the Scholarship of Teaching and Learning and focus on implications for communication. The initial session includes videotape from the Carnegie Foundation that explains key concepts and discusses the potential of the movement for advancing the practice and profession of teaching. Barbara Cambridge, Director of Teaching Initiatives at the American Association for Higher Education, will talk about national efforts to advance the scholarship of teaching and learning. Disciplinary discussions will feature two of the recently-selected Carnegie Scholars, Barbara Gayle, University of Portland, and Tracy Russo, University of Kansas. Then, participants will identify questions and methods they might incorporate in their own teaching.

Ultimately, participants in this strand will generate and refine potential projects of their own focused on the Scholarship of Teaching and Learning. As they engage in sessions from other strands, they will identify questions, issues, and recommendations related to the Scholarship of Teaching and Learning in our discipline.

I. Sharing Best Practices (Friday)

   A Introduction to the Scholarship of Teaching and Learning Barbara Cambridge, Carnegie Foundation

   B. View and Discuss Carnegie Video

C. Communication Carnegie Scholars Barbara Gayle, University of Portland, and Tracy Russo, University of Kansas

D. Brainstorming Groups

II. FAQ's and Developing Guiding Principles (Saturday Morning)*

III. Refining Guiding Principles and Recommending Action (Saturday Afternoon)

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FAQ

The following questions were generated by participants involved in the Scholarship of Teaching and Learning (SOTL) strand of the Summer Conference. In truth, most of these questions are still being discussed by some of the national leaders in the SOTL. To those interested in these questions, we encourage you to explore the bibliography provided to invite your colleagues to join you in exploring responses that reflect the character and resources of your institution.

What is it?

1. Is SOTL related to the concept of teacher action research in the education field?

   Broadly construed, SOTL is related to teacher action research in that it is research driven by the exploration of questions about how teaching works to enhance learning. The definition of SOTL has evolved over time and continues to do so. Many campuses create definitions of their own to use in working documents such as retention, promotion and tenure files. For the most part, definitions of SOTL involve some aspect of the following elements: 1) driven by questions about one's own teaching and student learning, 2) results are made available in such a way as to encourage public review and use for additional research, 3) work that is reflective and iterative in that it informs further practice and later questions, 4) is longitudinal, and 5) engages others (students, administrators and colleagues) in the process. It might be helpful to look at the following book in which an international panel of experts in the field identify important features and components of SOTL:

   Kreber, C. (Ed.) (2001). *Scholarship revisited: Perspectives on the scholarship of teaching.* New Directions for Teaching and Learning, No. 86. San Francisco: Jossey-Bass.

Assessing Learning:

2. Can we really assess if learning? If so, how is measuring outcomes enough?
3. How do we assess affective learning?
4. Do we know/how do we know that students' perceptions about how they learn actually reflect how they actually do?

This last question is a perfect example of a question that might drive a SOTL project. Questions about what counts as learning and how that will be measured loom large in the SOTL literature (still very much in its infancy). An exploration of the Carnegie book, *Opening Lines*, provides several examples of how others are conceptualizing and measuring learning. Briefly, everything from test scores to performance measures to qualitative interviews have been and are being used to assess SOTL.

Research—Methods/Processes/Products:

5. What methods are appropriate for SOTL?
6. What alternative formats/methods might this scholarship utilize?
7. How can we integrate teaching and research to form a productive professional agenda?
8. What means are available for the personal accounts that often come with SOTL?
9. What does the SOTL generate? (Are we building theory?)
10. How do generalization of results and praxis apply to the SOTL?
11. How does one avoid the "science of the college sophomore" when doing research on learning?

Hutchings and Shulman (1999) emphasize the need for openness to a wide set of inquiries in the scholarship of teaching and learning. As they suggest,

"One of the things we have observed thus far is that many faculty gravitate to questions that might be described as 'instrumental': Does this new method I'm trying lead to more or better learning than the traditional one? Such questions are eminently sensible, the very ones, we suspect, for which there is a real audience on campuses, where faculty (and their deans) want to know whether a given approach is likely to be more powerful than another and whether it is therefore worth the time and resources to make the change. But the scholarship of teaching can also make a place for 'what' questions—questions in which the task is not to 'prove' but to describe and understand an important phenomenon more fully: What does it look like when a student begins to think *with* a concept rather than simply *about* it? How can we describe the character of learning in a service-learning site? There must be a place, too, for questions that allow for more theory-building forms of inquiry, and for the development of new conceptual frameworks."(p. 14-15)

One of the basic ideas of SOTL is to employ the best methods and research protocols of the discipline, bringing them to bear on questions about how to teach and learn in the discipline. Therefore, the most useful responses to questions of methodology will come from your disciplinary epistemologies. The epistemologies represented in our own discipline of Communication are quite varied, ranging from Social Science to traditional Humanities scholarship and to Critical and Cultural Studies. Any and all might be used to guide decisions about the design and execution of a SOTL project in Communication. Our own literature in Instructional Communication is potentially useful to any SOTL project on a campus but uniquely important for a SOTL project in communication. See the two examples in the materials that follow from 2001-2002 Pew Carnegie Scholars in Communication, Barbara Gayle and Tracy Russo. Finally,

because the discipline of Education has a long history of researching and theorizing about questions of teaching and learning, one is well advised to look into that literature.

Audience/Outlets:

12. With such a changing educational market, who should be the target population for whom we fashion knowledge through scholarship? i.e., Who is our research designed for?
13. Who are the audiences for the SOTL?
14. What journals are more likely to be open to publish SOTL?

These questions about audience call our attention to the variety of outlets available in Education and in our own discipline. As Hutchings and Shulman (1999) suggest, "...we now see the beginnings of an infrastructure to support the scholarship of teaching: 'teaching academies' and other entities established on campuses to help sustain such work: Web-based resources, such as the Crossroads Project of the American Studies Association, through which faculty can make their teaching and scholarship of teaching 'community property' available for peer review and commentary; and new online journals focused on the scholarship of teaching, such as the one at George Mason university (www.doiiit.gmu.edu/inventio)." (p12-13)

The authors go on to point out, "The word 'scholarship,' for many academics, conjures up the image of a traditional published article, monograph, or book. but as illustrated by the selection of examples in a 'baseline' (that is, 'where-we-started') bibliography on the scholarship of teaching developed for CASTL (and available to readers on the Carnegie Web site: www.carnegiefoundation.org), a much wider variety of forms is now emerging. (p.15) Thus, the bibliography includes a book-length study of student errors in writing; a public pedagogical colloquium given by a faculty job candidate during the hiring process; a course portfolio with evidence about the effects of technology in the course; an online resource for exchanging and commenting on course materials and case studies; a protocol for ongoing collaborative inquire; and a textbook. But it remains to be seen which of these will most advance the goals of the scholarship of teaching, which will be most useful for review and for building on." (p. 15)

The two outlets in Communication most targeted to SOTL work are *Communication Education* and *The Communication Teacher*. In any given issue, however, each of our journals has and could include work that might appropriately be called the SOTL. The discipline of Education and particularly the sub-field of Higher Education, also supports a number of journals that might be useful outlets for publishing and reading SOTL.

Credibility:

15. How do we legitimize scholarship focused on teaching and learning?
16. How can administrators at research institutions be persuaded to take seriously SOTL?

17. How can SOTL be presented to P & T committees?
18. Under what conditions would SOTL be accepted as valid scholarship for promotion and tenure reviews?
19. Is affective learning considered scholarship?

The issue of credibility is a difficult one. A primary purpose of the SOTL movement is to help establish a discourse and practice that enhances the credibility of teaching on campus. Each campus is different, however, and some will be more open to these forms of scholarship than others. An individual is prudent to learn about and understand the particular tendencies of his/her campus with regard to the SOTL. Disciplinary associations can have a lot of influence on this issue. As disciplinary associations support the work of SOTL, campuses are more likely to follow. And, as more and more people and disciplinary associations are supportive of SOTL, so, too, are campuses.

As Hutchings and Shulman (1999) point out, however, implementation of the scholarship of teaching and learning requires some fundamental changes in ways of thinking: "One of the things we have learned from the work of the Carnegie Scholars is how hard it is for faculty, regardless of their own field and its rules of evidence, not to assume that credibility means a traditional social science model of inquiry. ...But to get at the fullest, deepest questions about teaching, faculty will have to learn and borrow from a wider array of fields and put a larger repertoire of methods behind the scholarship of teaching." (p. 14)

Structural Considerations:

20. How can cross-school teams be developed to address SOTL issues?
21. What avenues have been found to best promote SOTL dialogue across a campus?
22. What role should campus teaching centers play in SOTL? How can they be encouraged to be involved?
23. Are there sources of support for SOTL that don't require major time/life commitment to traveling to seminars, etc.?

This set of questions really invites us to look at the role of faculty development centers in the SOTL movement. A campus with a strong faculty development center is very likely to be able to provide structure and support for cross-campus contacts and projects. In Communication we are especially lucky because a number of very strong faculty development centers across the country are already run by individuals affiliated with our discipline. In addition, The AAHE CASTL Campus Program WebCenter, http://aahe.ital.utexas.edu/ suggests approaches that institutions can use to initiate campus conversations.

Discipline-Specific Questions:

24. How is the teaching and learning of speaking and listening distinct from the teaching and learning of all else?

25. Why is the study of teaching and learning uniquely appropriate to scholars of communication?

26. A great deal of the relevant scholarship has moved to books or web. What's the purpose of many of our communication journals and for whom do they serve?

27. How can we/the discipline become less defensive?

Conferences such as this one, NCA's Summer Conference on Best Practices of Communication Scholar-Teachers, provide a strong foundation for further work in our discipline. Of course all disciplines can appropriately argue for their uniqueness. Our discipline, like Education, probably does have a good deal to contribute to the general work of the SOTL. Scholarship in Instructional Communication especially can be usefully and broadly shared across campuses. Scholarship in Communication Education contributes more specifically to the SOTL in our own discipline. Reading our journals helps us understand a great deal about how best to teach our own discipline. It also reveals, however, questions that remain insufficiently examined.

References

Hutchings, P. (Ed.) (2000). *Opening lines: Approaches to the scholarship of teaching and learning*. Menlo Park, CA: Carnegie Publications.

Hutchings, P., & Shulman, L. S. (1999). The scholarship of teaching: New elaborations, new developments. *Change, 31*(5), 10-15.

Kreber, C. (Ed.) (2001). *Scholarship revisited: Perspectives on the scholarship of teaching*. New Directions for Teaching and Learning, No. 86. San Francisco: Jossey-Bass.

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Guiding Principles

The following six Guiding Principles for this topic were developed at the summer conference. They represent recommendations of the conferees and planners of this strand topic. They are provided to inform engagement in the praxis of the scholarship of teaching and learning. However, they have not been reviewed and endorsed by NCA.

The Scholarship of Teaching and Learning:

1. creates strong collaborative relationships among teachers, students, administrators, campuses and disciplinary associations.

2. focuses on questions about learning communication in the classroom and beyond.

3. is well grounded in communication theory and research as well as relevant theory and research in other disciplines.

4. involves peer review, reflection, and revision.

5. provides a foundation for research upon which others can build.

6. is personal in that it begins with questions about an individual's experiences with her/his teaching.

2001-2002 Pew Carnegie Scholars in Communication: Project Descriptions

Barbara Gayle, Ph. D.

Professor and Chair, Communication Studies Department

The University of Portland

Pew Carnegie Scholar 2001-2002

For several years, I have designed, refined, and enacted a public speaking course that focuses on ethical public discourse. I want my students to develop intellectual habits that help them locate key points in a dispute, identify various perspectives involved in controversial issues, recognize and name rhetorical strategies used to frame the opposition's position and discover and be able to apply methods for moving diatribes to meaningful dialogue. My goal is to enact a speaking-in-context course using a model similar to a writing-in-context course that immerses my students in studying the fragmentation and unprecedented polarization of civil public discourse. My vision has been to foster significant and lasting forms of student engagement that clarifies the poverty of public discourse and the vexing disputes that all too frequently alienate people from different social worlds with differing values, attitudes, and beliefs from making significant public commitments and investments.

The basic question that needs to be addressed is whether linking speech skills to civil public discourse theory promotes learning as well as the traditional skills-based course. I also want to assess whether students come to a public speaking class viewing the world in polar terms and does this course have an impact on those views. Additionally, I am interested in whether students understand the responsibilities involved in strenuously advocating for a particular perspective and whether they recognize the obstacles in moving from an adversarial culture to a consensus-building culture and how those obstacles might be overcome. Finally, I want to explore whether students think

differently about the state of public discourse and the future of transcendent types of discourse after taking this class.

I want to conduct my investigation using both quantitative and qualitative methodologies. I will explore possible ways to test my students' pre-existing attitudes on public discourse, their knowledge of persuasion and argumentation, and their oral presentation abilities to determine if these attitudes, knowledge-level, and abilities change over the semester. I need to collect a number of classroom examples from which to build and identify viable ways to measure the type of deep and spirited inquiry that is present in this course. I would also like to design a student learning journal with specific questions posed that are relevant to the stages of learning development that occur over the semester.

Tracy Russo

Director, Communication Studies, Edwards Campus

The University of Kansas

Pew Carnegie Scholar 2001-2002

My project examines the communication behaviors people enact in mediated or online environments. One of my primary interests at this point is how people come to perceive others in mediated environments as "real," immediate, or salient.

The degree to which communicators perceive others as immediate, salient, or present in an interaction plays a key role in establishing a context in which individuals attend to one another and feel comfortable sharing ideas, raising questions, collaborating, and developing trust. The higher the perceived presence of others, whether face-to-face or online, the more communicators are likely to pay attention to them, and the more they may be influenced by them. For example, perceptions of presence are particularly important in online education. Students who do not feel connected to others in the learning environment - whether students or teachers - because these others do not seem immediate, salient, or real, report lower satisfaction with the course. Dissatisfied students tend not to engage the material and frequently also fail to complete online classes. Since the attrition rate on online education is lower than in face-to-face educational environments and since the dropout rate in organizational training is extraordinarily high, connection with the class and resulting satisfaction is a pertinent area of study. Perceptions of presence in virtual teams and groups, in both organizational and educational environments, may influence the effectiveness of decisions by helping those interacting online to determine whose ideas to acknowledge or discount.

My project will use a number of methods to gather data about what communication behaviors people in online learning environments use in perceiving mediated presence or immediacy. These include surveys and interviews with students taking asynchronous

online classes, interviews with faculty developing and facilitating these classes, as well as broader investigations with students and others of what communication behaviors signal presence.

The Scholarship of Teaching and Learning: Examples From Other Disciplines

(From <http://www.carnegiefoundation.org/CASTL/highered/scholarlist.htm>)

98-99-Randy Bass, Georgetown University

In my project I intended to experiment with some constructivist approaches to teaching American literature and culture to see if they would help make the students' experience of these texts more authentic (that is, more like the way expert readers read). This set of constructivist approaches included: (1) continuous student reflection linking content-based inquiry with reflections about disciplinary method and the learning process; (2) recursive work with contextual materials in digital environments (especially electronic archives); (3) participation in course structures that "slow down" intellectual processes and allow the revisiting of a few complicated problems from different perspectives.

The main focus of my course redesign was a nine week experimental unit I called a "rotation assignment" consisting of three three-week rotations. In the rotations, students were asked to open up and pose questions about a particular literary text in light of their work in particular archival contexts, with the task of leaving behind a trail of pointers for the next group to take further in its inquiry. By the end of the nine weeks, each group had read each of the books, and contributed, each at a different stage, to a common collection of themes and sources for the books.

I'm looking at everything they produced as my data: online postings for all the assignments, their continuous reflections on the learning process, and their "performances" of understanding (a midterm paper and a final project). I'm especially interested in looking at the evidence to discover if their developing sense of "complexity" (vis a vis the relation of texts to contexts) seems more like "understanding" through these student-centered approaches, than in a traditional literature course. I'm looking to answer (or begin answering) several questions that bear formatively on the revision of this course approach: Where are the right boundary points between emergent student understanding of complexity and my intervention as guide and expert? What roles can digital technologies play? What is the right balance of online and face-to-face? What is the right kind of "scaffolding" to help students "staircase" through the materials without short-circuiting the open, inductive, student-discovered nature of the course approach? For more information, contact Randy Bass at bassr@georgetown.edu.

98-99-Dan Bernstein, University of Nebraska, Lincoln

An Inquiry into Improving Understanding

My project focused on the renewal of an upper-division course in learning that I have taught for 15 years. Encouraged by the metaphor of *teaching for understanding* I wanted to upgrade the course assessment so students would have an understanding that they could use in a variety of specific contexts and that they would remember years after the course was complete. I changed the assessment by replacing abstract essay questions with contextual problem questions that asked for the use of ideas and not just the description of ideas. Students' performance suggests that the contextual intellectual skills are in fact harder than reproducing a rehearsed conceptual description. During a second offering of the course I added an out-of-class web exercise to promote attention to pre-class reading assignments, allowing more class time for discussion of higher-order aspects of the content. The web exercises were very popular and generated excellent class participation, but they had no impact on examination performance. In a subsequent semester I have used a class web space to experiment with student to student interactions on complex materials and topics. The results of those interactions have been mixed, and my current work continues with refinements of the out-of-class interactions as a vehicle to promote a more generalized understanding of the concepts in the class. Throughout the process I have continued with the problem-based assessment of understanding, and I feel it has been a major improvement in the design of my course. For more information, contact Dan Bernstein at DBernstein@UNL.edu.

99-00-William Cutler, History, Temple University

Beginning students of history often misunderstand what history is and what historians do. Many confuse history with facts and historians with journalists. Some even think that historians have nothing more to offer than personal opinion. By presenting my students with carefully selected primary sources that they access through the web site for my US history survey course, I am teaching them that history is all about creating argument from data and relating that argument to what others have said before. But I have discovered that computer technology has contributed something more. Using an online syllabus has altered not only the mission but also the dynamic of my course. Because my students are strongly encouraged to post their weekly reports online, I have been able to rely on their work to shape the content and the direction of the class more than ever before. So far this term, about two thirds of my students have posted a least once; by making their work public in this way, they have given me permission to feature their work in class, weaving it into the fabric of the course. This, in turn, has reinforced the idea that historians deal in argument, not opinion, because the students know they may be asked to defend the ideas that they post to the web site of the course. For more information about the project, please contact me at: wcutler@astro.ocis.temple.edu

99-00-T. Mills Kelly, Texas Tech University

My project explores how the use of the hypermedia in history courses helps or hinders student learning about the past. My goal is to establish a baseline for evaluation of the impact of historical sources presented in a hypermedia format as compared to those

presented in traditional print. In particular, I hope to be able to assess the degree to which student learning changes in response to the medium used to present essential source materials. I will run two parallel sections of the same course (Western Civilization) in which I offer students in one section all their primary research materials in a hypermedia format and in the other all the materials in print. Both sections will have the same assignments, and at the conclusion of each semester I will assess their results with a particular emphasis on how use of the web influenced student learning. I presented a paper outlining interim results of this project to the American Historical Association in January 2000 and encourage comments and critique:
http://www2.tltc.ttu.edu/kelly/AHA.htm In addition, I am producing a course portfolio from the project, which can be visited at:
http://www2.tltc.ttu.edu/kelly/Pew/portfolio/welcome.htm

99-00-Kathleen Perkins, Performing Arts/Theater, Columbia College, Chicago

Exploring the Role of Self-evaluation in Actor Training

The original object of this project was to find an alternative model for assessment of performance learning outcomes in actor training. The subjective nature of acting and of any critique of acting suggested exploring the role of self-evaluation---the conscious owning of one's artistic process---as one possible avenue to a qualitative model. My experience at the Carnegie summer residency and my subsequent research has led me to conclude that before I can construct a new model, I must have a deeper understanding of how one becomes conscious of and begins to shape one's process. So my project has become a study of the interaction between self-evaluation and the development of technical skills. The model for assessment will, I hope, come later.

I have based my research design on a phenomenological study paradigm, since it is, indeed, a phenomenon I am attempting to describe. I am using several means of collecting data: student journals, questionnaires, and in-depth interviews. These will be examined against teacher observations on class progress and critiques of performances. Two levels of students will be involved. This semester I am collecting journals, questionnaires and interviews from the sixteen seniors in our capstone acting course, and simpler questionnaires from three sections (about 40 students) of Acting II: Advanced Scene Study which is the third class in the acting program, taken mainly by sophomores. Next semester, I plan to repeat the collection of data from the capstone class, and to follow as many of the Acting II students as possible into their next level class. At this point, I am still only in the collection stage, although I will start to try to correlate the data over the holiday vacation and report initial findings at the January 2001 meeting.

If you are interested in knowing more about the project, you can reach me at:
kperkins@popmail.colum.edu.

99-00-Margaret A. Syverson, Rhetoric and Composition, University of Texas

The Learning Record is a document that incorporates interviews with students and parents, brief observations of student activity and samples of student work accumulated over time, interpretations of student development supported by this evidence, and identification of levels of achievement. My Carnegie Scholars project is to develop a prototype for the Learning Record Online, a web-based center for creating, using, and moderating Learning Records that can be used by teachers and students at every level of education, anywhere in the world. This project will develop the underlying technologies needed to support a large database of student records, moderation readings by teachers, documentation on the use of the Learning Record Online, archives of exemplars, forums and other opportunities for interaction by teachers who are interested in or using the Learning Record. The Learning Record Online will provide a convenient way to gather documentation in a wide variety of formats, represent it in an easy-to-use form, link related materials, and provide automatic reporting of moderation results. Teachers and students will be able to print out individual records, make observations, attach documents, and add images, sound, or animation. Password protection will ensure that confidential information is protected, and that students have access only to their own records and the student sections of the web site. If you are interested in learning more about the project, I can be reached at: http://www.cwrl.utexas.edu/~syverson/olr

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Bibliography

The following were selected as essential reading and resources for anyone interested in engaging in the praxis of the Scholarship of Teaching and Learning.

The AAHE CASTL Campus Program WebCenter. [Online]. Available: <http://aahe.ital.utexas.edu/>. [2001, July 3]

Offers connections to others doing the scholarship of teaching and learning and to helpful resources for an instructor's own work. The Campus Program involves faculty members at over 190 colleges and universities, so a network of colleagues can grow quickly as instructors use and contribute to the resources on the WebCenter. They can come to the site often to learn from others and to share their emerging knowledge.

AAHE Teaching Initiatives: <www.aahe.org/teaching/Teaching_Initiative_Home.htm>. [2001, July 3]

The AAHE Teaching Initiatives seeks to help campuses improve teaching and learning by creating a culture in which teaching and learning are the subject of serious discussion, debate, and inquiry among faculty and others committed to educational improvement. Toward this end, AAHE's Teaching Initiatives

- develop tools and processes that can prompt greater attention to teaching and learning;

- promote a view of teaching as significant scholarly work;

- establish networks for faculty and others committed to better teaching and learning.

Angelo, T. & Cross, K. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass.

This book offers techniques for assessing how well students are learning and how effectively faculty are teaching. It is a practical handbook to help instructors develop a better understanding of the learning process in their own classrooms and assess the impact of their teaching upon it. The book includes a self-assessment device—the Teaching Goals Inventory; and features fifty valuable, cross-indexed, classroom assessment techniques.

Cambridge, B. L. (2000). The scholarship of teaching and learning: A national initiative. *To Improve the Academy, 18*, 55-68.

The author discusses the work of CASTL, cites several brief examples from individual Pew Scholars and Campus Programs, and notes, "most faculty have questions about the impact of their pedagogical decisions on student learning in their classes. And, more faculty are finding answers to those questions by designing projects that build on what is known about learning and specifically about learning in their disciplines." And she goes on to note that there is a "newly emerging community of scholars" who are going public with their findings so that others can build upon it.

The Carnegie Foundation Forum posts an active forum each month for discussing issues of teaching and learning. Web address is: http://www.carnegiefoundation.org/Forum/index.htm.

The June 2001 discussion Forum is hosted by Dennis C. Jacobs, a professor of Chemistry at the University of Notre Dame. He has recently conducted research on the impact of cooperative learning strategies in a General Chemistry sequence, where he has achieved great success in teaching students identified as being "at-risk." This work has won him numerous teaching awards and honors at Notre Dame. In 1999, he was selected as a Carnegie scholar in the Carnegie Academy for the Scholarship of Teaching and Learning.

Cross, K. P, & Steadman, M. H. (1996). *Classroom Research: Implementing the scholarship of teaching*. San Francisco: Jossey-Bass.

Designed to be used by faculty members in groups and in workshops, this book details a collaborative process for investigating teaching and learning issues. This process engages teachers in problem-based discussions, integrates their teaching experience with recent research and theory on learning, and gives examples of classroom assessment and classroom research projects that can be carried out in any classroom--provides a pathway into "the scholarship of teaching."

Hartlep, K. (January, 2001). Self-reference and instructor self-disclosure: Is gossip easier to remember? [Online]. Available:

http://www.calstate.edu/tier3/itl/exchanges/self_reference_pg1.html. *Exchanges: The On-Line Journal of Teaching and Learning in the CSU.* [2001, March 9]

This is the first research article on the scholarship of teaching and learning published by a new online journal of the California State University System. *Exchanges: The On-Line Journal of Teaching and Learning in the CSU* invites CSU faculty to present scholarly and creative work that will enlighten and engage readers interested in instructional innovations in higher education. *Exchanges* is a forum for CSU faculty to share their scholarship of teaching and learning, present and evaluate evidence for the success of innovations in their teaching, their courses, and their programs.

Hutchings, P. (Ed.) (2000). *Opening lines: Approaches to the scholarship of teaching and learning.* Menlo Park, CA: Carnegie Publications.

This recent work consists of an introduction by Pat Hutchings, eight case study chapters from faculty around the country selected as Carnegie Scholars, and a conclusion by Lee Shulman. Each of the eight authors tells the story of his or her efforts at "opening lines" of inquiry into significant issues in the teaching and learning of the field. In particular, their accounts focus on the *doing* of this kind of investigative work.

Hutchings, P., & Bjork, C. (1999). *An annotated bibliography of the scholarship of teaching and learning in higher education.* [Online]. Available: http://www.carnegie foundation.org/CASTL/highered/docs/bibliography.htm. [2001, February 13].

The first section of this bibliography is a definitional one, and includes significant statements about the *idea* of the scholarship of teaching and learning, drawn from various traditions that contribute to its evolving conception. The second provides *examples* of the scholarship of teaching and learning; selections attempt to sample work from a variety of fields, in a variety of forms and media, employing a variety of methods. The third points readers to resources that can assist them in the *doing* of the scholarship of teaching and learning.

Hutchings, P., & Shulman, L. S. (1999). The scholarship of teaching: New elaborations, new developments. *Change, 31*(5), 10-15.

Defines, provides an overview, and discusses the history and philosophy of the scholarship of teaching, and refers to recent publications, events, and gatherings on the topic, as well as mentioning work in process.

Indiana University South Bend. (2000-2001). *The Journal of Scholarship of Teaching and learning* (*JoSoTL*). [On-line]. Available: http://www.iusb.edu/~josotl/. [2001, May 14].

JoSoTL is designed to encourage all instructors to engage in the discussion of the Scholarship of Teaching and Learning (SoTL), and to become involved in the sharing of knowledge and learning about the teaching-learning process. The listing of papers published in each issue offers access to the papers, and also to the discussion sites set up for on-going conversation about each paper ever published in

the journal. The journal is intended to provide support for those already engaged in exploring SoTL, as well as encouraging those new to the topic to become involved.

Kreber, C. (Ed.) (2001). *Scholarship revisited: Perspectives on the scholarship of teaching*. New Directions for Teaching and Learning, No. 86. San Francisco: Jossey-Bass.

This volume is the outcome of a Delphi study conducted with an international panel of experts, and guided by two questions: What are the important features or components of the scholarship of teaching? And what are the important issues surrounding the scholarship of teaching that are still unresolved? Each chapter deals with a specific challenge posed by the survey results, provides new insights, and both defines the scholarship of teaching and offers creative, innovative, and practical suggestions for how the most pressing unresolved issues the Delphi panel identified can be addressed.

Nelson, C. E. (2000). *How to find out more about college teaching and its scholarship: A not too brief, very selective hyperlinked list*. [Online]. Available: http://php.indiana.edu/~nelson1/TCHNGBKS.html. [May 14, 2001].

As the title indicates, Craig Nelson's website is composed of an extensive, well-researched, selective bibliography and variety of valuable links. He also states that, "College pedagogy IS a major area of scholarship!" A very brief synopsis of the Table of Contents:

Section I: Getting an Initial Perspective—absolute essentials? Contains books, collections of articles, examples, starting places for the scholarship of teaching and learning, two major reports, three sites for finding more resources, two sets of meetings, and two key associations.

Section II: Finding More Depth on Selected Topics

Part A: Fundamentals of Good Teaching

Part B: Student Heterogeneity (Diversity)

Part C: Curricular Reform: Issues and Resources

Part D: More Online Resources

Richlin, L. (1993). *Preparing faculty for the new conceptions of scholarship*. New Directions for Teaching and Learning, No. 54. San Francisco: Jossey-Bass.

Discusses scholarly work, scholarly teaching, a broader view of faculty scholarship, and graduate education.

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